



Redesign Plan

LINCOLN ELEMENTARY SCHOOL

Van Dyke Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Welcome to Lincoln Elementary School! Lincoln Elementary is nestled in the wonderful community of Warren, Michigan, located just north of the city of Detroit. The entire Lincoln family is comprised of 34 highly qualified, dedicated teachers and 550 beautiful students and families. All of who are dedicated to student achievement and setting high academic standards. While the community as a whole has seen changes over the past few years in transiency of families and home ownership, the commitment and partnership with each family and staff member to educate and inspire all of our students to achieve their personal best has remained second to none. Lincoln Elementary has partnered with New Baptist Church, Mt. Calvary Lutheran Community and the Department of Human Services in reaching the needs of our families and greater community. We look forward to expanding our partnerships over the next few years with additional resources to help better service our students and their needs.

Lincoln Elementary students experience a well-rounded core of instruction that aligns with all State and National standards. Our building is equipped with research based technology throughout, including Interactive whiteboards in every classroom, mobile laptop carts, Computer and Science Labs and Waterford Instructional Computers in K-2nd grades. Our students learn in an environment that supports various learning styles and is rich in hands-on activities and cooperative learning experiences. Having raised our MEAP scores in most all areas over the past few years, our commitment to excellence continues. In the coming year we will be focusing on a new Science and Social Studies curriculum, including the introduction of an additional Science Enrichment class to help our student be most proficient in the areas of Science and Social Studies.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement:

We see a student-centered school district that recognizes that children are its reason for being, where each child is valued and held in the highest esteem, where individual differences and needs are understood, addressed, and respected.

We see a proactive school district that welcomes the challenge, using research to continuously implement the best of what we know about how people learn, where every system decision is made to foster and enhance opportunities to refine lifelong learning skills, where learning is viewed as a community asset, and everyone is actively committed to success, highest achievement, and quality performance for all.

We see an exemplary school district where the learning environment is grounded in trust and cooperation, where what we do and how we do it is driven by our beliefs and vision, and reflects what we know about the best in education.

We see an allied community and school district that mutually support and enhance each other, expressing pride in accomplishments, and encouraging growth and innovation.

We see a collaborative community and school district that openly encourages and welcomes partnerships for academic, social, and cultural endeavors.

We see all stakeholders in the Van Dyke schools as a dynamic "community of learners" that publicly affirms and demonstrates that the quest for excellence is a lifelong process.

Mission Statement:

The mission of Lincoln Elementary is to motivate all students to meet high academic standards. The school, family, and community will work together to promote acceptance of others, increase self-esteem, foster lifelong learning, and strive for academic excellence.

Beliefs Statement:

A safe learning environment for students and staff.

On going curriculum development based on research, standards, and best practice integrating regular professional development, undated technology, and extra curricular activities for elementary, middle, and high school students.

High academic and behavioral expectations for students through relevant educational programs and resources designed to meet the needs of all students.

Positive relationships with parents, guardians, community members, and local businesses.

The allocation of financial that consistently demonstrates fiscal responsibility.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Lincoln Elementary has focused on academics, as well as building partnerships in the community. The Department of Human Services will have a full time office in our building and local businesses regularly donate to our family events. Our parent/teacher group, Lincoln Educators and Families is mainly an active group of parents who are excited to provide events for our families and students.

Lincoln Elementary has seen overall improvements in Reading over the past years. We have implemented tiered instruction and interventions to work with all students, in order to meet them at their needs. Lincoln Elementary was the only school in Van Dyke Public Schools to have a Reading Recovery teacher working with the most at-risk first graders. Our Math scores have also seen overall improvements with the addition of tier 3 instruction for our most at-risk math students.

Van Dyke Public Schools, along with Lincoln Elementary, is focused on academics. Thirty minutes of instructional time has been added to the school day. We have adopted a new curriculum for Science and Social Studies to begin implementing in the fall of 2013.

We will also use Close and Critical Reading as an instructional strategy. A team of trained teachers will model and co-teach with classroom teachers, which will help this new instructional method to be successful. In addition, a new Science enrichment class has been created to support the core instruction happening in the classroom. Students will be engaged in hands-on science during this class.

As we look toward the next three years, Lincoln Elementary will continue to focus on Academics along with building community and family relationships. We expect our scores to climb, as we fully implement all five of our curriculum programs for Reading, Writing, Math, Science and Social Studies.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

By promoting an educational atmosphere that empowers our students for success, we believe that each and every student will grow to become a respectful and responsible citizen of their community. Come and see the great things happening at Lincoln today!

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher_Eval_Van Dyke

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Admin_Eval_VDPS

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes		ExecutedAddendum

Redesign Plan

LINCOLN ELEMENTARY SCHOOL

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		SignaturePage

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Michael Harris, Co-Principal, harris.michael@vdps.net
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Lisa Asaro, MISD Consultant, lasaro@misd.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Big Idea 1: Balanced Math Instruction

Staff will implement balanced math instruction in order to increase math proficiency. In addition to identifying and implementing a new Common Core math program, teachers will implement small group instruction and differentiation in Tiers 1 and 2 instruction. The staff will collect data using grade level common assessments to analyze student achievement and make data-driven decisions. Teachers will continue to have Professional Learning Communities and Data Team Meetings at least once per month for staff to disaggregate data, inform instruction, and work toward achievement goals. Staff will receive professional learning on Guided Math and participate in a book study to increase knowledge of guided math and small group instruction. In addition, all teachers will be trained in Classroom Instruction That Works in order to strengthen instructional strategies.

Big Idea 2: Balanced Literacy Instruction

Staff will implement balanced literacy instruction in order to increase reading and writing proficiency. In addition to use of the Treasures Reading series, teachers will utilize small group instruction and differentiation in Tiers 1 and 2. The District will purchase additional leveled books for each classroom. The staff will also collect ongoing data to analyze achievement. Teachers will continue to have Professional Learning Communities and Data Team Meetings at least once per month for staff to disaggregate data, inform instruction and work toward achievement goals. Staff will receive professional learning on Guided Reading and participate in a book study using Fountas and Pinnell's "Guided Reading" to increase their knowledge of guided reading small group instruction. In addition, all teachers will be trained in Classroom Instruction That Works in order to strengthen instructional strategies.

Big Idea 3: Climate and Community

In order to effectively increase student achievement, we believe that we need a holistic approach, focusing on the whole child as well as family. In the school, we will utilize the research-supported program Responsive Classroom to be rolled out in Fall 2015. Responsive Classroom is a research-and-evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. The program promotes a community that is based on all members experiencing a feeling of belonging, a sense of significance and purpose, and a system of engagement and fun. The utilization of Responsive Classroom will promote a sense of community and climate, which will in turn positively impact student achievement. We will also focus on engaging more community partners in order to make the school and family to feel as one.

State what data were used to identify these ideas

Lincoln Elementary utilizes a variety of achievement data available to help inform instruction which includes MEAP and school/district assessment data. Lincoln Elementary collects perception data from parents, community, students and staff each year as part of the school improvement process. Collective analysis of this data allows our school to determine the most effective plan for differentiating instruction in all classrooms.

Data from Fall 2013 MEAP for grades 3-5:

SY 2014-2015

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Math: 19.12% overall proficient

Reading: 47.50% overall proficient

Writing: 19.12% overall proficient

School/District Assessment 2013-2014 Data:

In Van Dyke Public Schools we have been using Everyday Mathematics since 2003. We have noticed that it is not meeting the needs of our students and Van Dyke is currently piloting programs that meet the standards of the Common Core State Standards. We have also concluded that the assessments given within Everyday Mathematics do not give us the information needed to make decisions about what standards our students need more practice on. We are currently working with Thomas Many on developing common assessments that will give us usable information about our students' learning in regards to math. We have chosen to focus on this area in our Professional Learning Communities and Data Team Meetings.

2013-2014 Everyday Math Data Average score on the end of year assessment:

Grade 1: 60%

Grade 2: 56%

Grade 3: 53%

Grade 4: 35%

Grade 5: 48%

Reading - Treasures Benchmark Tests given in grades 2-5 shows an average of 20% proficiency in 2013-14, as compared to 34% proficiency in 2012-13.

Spring 2013 Spring 2014

2nd Grade: 45% 2nd Grade: 15%

3rd Grade: 31% 3rd Grade: 25%

4th Grade: 37% 4th Grade: 13%

5th Grade: 23% 5th Grade: 27%

Perception Survey 2013-14 Data:

Students:

81% of students in K-2 feel that their teacher treats them with respect. 78% of K-2 students feel that the school rules are fair, the teachers care about students, and they feel that their teacher thinks they can learn. 78% of K-2 students also feel that the principal is fair when correcting misbehavior. 86% of students in grades 3-5 feel that their family wants them to do well in school and they feel that their teacher cares about them. 81% of students feel like they know what they are supposed to be learning in class. 80% of students feel their teacher believes they can learn.

Students in K-5 indicated that other students not treating them with respect was a major concern.

Parents:

Parents were overall satisfied with the Curriculum and the expectations for their children. They thought that students were given the right amount of homework each night. Parents also thought that the teachers and staff cared about their child and helped each of them to meet their potential.

97% of the parents/ guardians surveyed were concerned about bullying.

Staff:

Based on the teacher/staff perception survey data, results show that the areas of overall high levels of satisfaction among teachers is 86 % of the teaching staff here at Lincoln Elementary feel they belong at the school. 83% of the staff is clear about what others believe their job entails. 97% of the staff believe they are treated with respect from their coworkers. 100 % of the staff believe they differentiate instruction. 96% of the staff is willing to participate in cross grade level interventions.

Based on the teacher/staff perception survey data, results show that only 52% of the staff have the feeling they are recognized for good work. 54% of the staff are confident in teaching common core state standards for math. 60 % of staff are confident in teaching the reading common core state standards. Teachers have indicated they need resources, support and training with the social studies and science materials they will be teaching in the future.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A: In the past, Lincoln Elementary had only one school principal in the building. This year the school district took action by hiring two brand new principals to serve as co-principals. Through the extensive hiring process, the district ensured that both co-principals met all five turnaround competencies.

Competency 1: The co-principals are able to identify and focus on early wins and big payoffs. Following hire, the co-principals immediately invested time in reviewing the curriculum, learning practices and procedures, developing trusting relationships with staff, monitoring and evaluating instruction, and analyzing data. As a result, the co-principals identified three prerequisites to school improvement and began addressing them immediately. They focused on a positive and supportive staff culture, a positive and productive student culture, and a strong connection between education and home. They are now guiding the staff in data analysis, including big picture and details, to determine building deficits and facilitate the implementation of strategies that impact students and staff through SMART goals and monitoring of direct instruction.

Competency 2: The co-principals work to break organizational norms in order to meet the needs of the staff and students. They consistently think out of the box to resolve issues that have been identified in student, staff, and stakeholder perception data, especially focusing on the climate and culture. They have implemented strategies to make the school environment more student-centered instead of staff-centered. They provide open, honest feedback to staff while building trust instead of avoiding or ignoring concerns. Additionally, both co-principals promote shared leadership with the staff, building teacher leaders, instead of an autocratic leadership system. Furthermore, both co-principals share a vision that they base every decision on including consistent analysis of data and implementation of best practice strategies. Monthly administrative meetings with central office and other building leaders ensure that instructional leadership remains focused on research-based strategies to improve student achievement.

Competency 3: The co-principals have shown evidence of acting in a fast cycle. After reviewing practices and procedures and analyzing data, they fundamentally changed the school's staff culture and learning climate, creating strong relationships among staff and between school and home. After completing the data dig led by the MSU liaison, immediate work began on changing instructional practices. Both principals demand a quick pace reform and have set high expectations on all staff in order to do so.

Competency 4: The co-principals use data to drive all decision making. The staff has made the data dialogue protocol a part of everything they do and it drives instruction. All four types of data are taken into consideration when making school-level decisions. Changes were put in place immediately based on student, staff, and stakeholder perception data. The analysis of the data is done vertically, horizontally, and as a large group to ensure the benefit of the entire school community.

Competency 5: The co-principals have demonstrated the capacity to galvanize, motivate, and inspire staff members. This is due to the fact
SY 2014-2015

that they have created a shared vision centered on the Big Ideas on which every decision is based. All staff members are invested in the success of the Lincoln Community, and know that their contributions are valued. Input is gathered through large group meetings, liaisons to curriculum task groups, and the PLC at large. The staff has acknowledged that changes need to be made and are prepared to do the work that needs to be done.

1B: The Co-Principals will be supported by Central Office staff in myriad ways daily. Instructional Leadership meetings are held with the Assistant Superintendent monthly, which are one-on-one with each Co-Principal. There is also availability for other set aside time in order to gain expertise in all areas of building operations and district knowledge. The Elementary Turnaround Director holds a monthly Principal PLC, where the school leaders engage in dialogue regarding data and increasing achievement throughout the district. The Turnaround Director is at-the-ready for coaching, PD, meetings, and building conversations. Co-Principals are encouraged to attend professional development, collaborate with other administrators in the district, and join professional organizations. Outside resources, such as community organizations, are shared so that new connections can be made.

The district increases teacher and administrator leadership capacity in several ways. The school and district provides opportunities for highly effective teachers to accept roles on district committees (per content area), and serve as grade level leaders and mentors within the building. Teacher leaders are also active members of school committees such as School Improvement, Crisis Team, Climate Committee, Safety Patrol, and Student Council. Highly effective teachers are also encouraged by the co-principals and the district to serve as "Teacher in Charge" during the absence of the building principals. Teacher leaders will receive on-going support from building administration, Academic Coach, the Elementary Turn-Around Director, and Assistant Superintendent through monthly meetings. These meetings focus on all three of our Big Ideas, improving student achievement through research-based practices as well as improving the building climate and culture. The Data Dialogue Protocol is utilized at each meeting to ensure focus and fidelity on the Big Ideas. Additional activities to support teacher leadership include the implementation of the Superintendent's Drop-out Challenge and the formation of the School Reform Committee.

We are currently participating in the South Macomb Social Justice Project, which has brought about the need to look through the lens of Culturally Responsive Teaching. This allows us to teach with the needs of our specific students in mind, no matter who they are at any given moment. It also allows us to respond to the needs of our community. Through the Teacher Leadership project, we will continue this work and offer resources to all staff. Staff will also have the opportunity to pursue further development in this area, such as through classes offered in the district by Oakland University. This directly relates to Lincoln's Big Idea of climate and culture, as it increases the cultural awareness of the staff who services our students.

Teachers are utilized on a consistent basis as facilitators of district professional development. We have found that this is one of the most effective ways to show how to implement best practice strategies with our own students. This is done with all content areas at all levels throughout the year.

Professional development beyond this is offered in the district and through the Macomb Intermediate School District. Teachers may request to attend sessions to complement their current instruction or to strengthen their current content area expertise. Professional development is also offered in the district to all staff. Our MSU district facilitator, Kay Cornell, will be working with Lincoln as a process facilitator and observer. The purpose of this will be to facilitate best practice strategies for effective teaching.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the

evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A: In order to provide Principals and Teachers with appropriate evaluation and feedback on their classroom effectiveness as it directly relates to student achievement and progress, Van Dyke Public Schools began working with the Macomb Intermediate School District on a proposal which includes the development of a process that would lead to the inclusion of student data as a significant factor in teacher evaluation. Implementation of a teacher/administrative evaluation instrument that is collaboratively researched, developed, and piloted with the MEA and AFT is a unique process that provides for the development of a reliable tool in which to make decisions about the effectiveness of and will subsequently support opportunities for improvement. Van Dyke Public Schools worked in conjunction with the local teachers' union to develop an evaluation system which includes a focus on increasing teacher effectiveness through collaborative goal-setting and incorporates student achievement data to determine effectiveness. A temporary evaluation process which incorporated these ideas was put into place for the 2010-11 school year. Admin and union leaders worked collaboratively to further develop this tool. We committed ourselves to the Charlotte Danielson model, and teachers were introduced to this tool prior to the start of the 2011-12 school year with approximately 20% of the teacher evaluation based on student growth. This evaluation tool has been monitored and adjusted over the past couple years to increase its effectiveness. For the 2014-2015 school year, the district increased the amount of the teacher evaluation that will be based on student growth to 40%. Moving into the 2015-2016 school year, that amount will increase to 50%. This is concurrent with MCEE recommendations. Teachers are currently evaluated in the following five categories: planning & preparation, classroom environment, instruction, professional responsibilities, and student growth. For the 2014-2015, the first four domains are worth 10% with the other 50% being the student growth. Administrator growth is reflected as an aggregate of student growth.

Teachers and Administrators participate in the evaluation process through the development of personal goals for the year, which are reflected upon during evaluation conferences. Teachers identify at least three goals aligned with the evaluation tool, identifying at least two goals that focus on instruction. This has allowed teachers and administrators to work collaboratively towards growth and professional improvement, identifying areas that can be mutually supported. Many types of evidence are available for review in regard to using student data as a significant factor in the evaluation. Evidence can include but is not limited to: Benchmark Assessments, MEAP, DIBELS, Everyday Mathematics, Treasures Reading, WriteSteps Writing, Common Assessments, MLPP, IEP Goals, and portfolios. Teachers at Lincoln will be trained in Marzano's Classroom Instruction that Works (CITW) during the 2014-15 school year. This will provide teachers with an additional tool to self monitor best practices within the classroom. The co-principals also use the Teachscape tool, based on Charlotte Danielson's modules, for walkthroughs and reflection. The walkthroughs, although not directly tied to evaluations, are a way to give feedback and spur conversation regarding individual growth.

2B. The administrator evaluation was developed in much the same way as the teacher evaluation. Administrators gather evidence of effectiveness throughout the year and discuss their progress with the district superintendent, who is ultimately responsible for scoring the evaluation. A portion of the administrator evaluation is also currently based on student growth. Beginning in the fall of 2014, forty percent (40%) of the Administrator Evaluation will be based on student growth. Administrators are evaluated in the following five categories: administrative, analytical, interpersonal, communication, and student growth. Beginning with the 2015-16 school year, 50% of the Administrators' Evaluation will be based on student growth. The evaluation tool will be continually updated to reflect this.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A: Van Dyke Public Schools and Lincoln Elementary School will identify teachers who are increasing achievement by consistently analyzing data during meetings. Student achievement data will be analyzed during PLC release time using the Data Dialogue Protocol, and followed up during monthly grade level Data Team meetings. Strategies that will be reviewed will relate to the instructional Big Ideas, including Reading, Writing and Mathematics instruction.

Teachers who fully implement the instructional program as described will be privy to rewards. This will be evidenced in several ways. Walkthroughs and evaluations by the building principal will be one source of data collection in regard to small group instruction in both reading and mathematics. Student growth on local assessments will show success in teaching best practice strategies in the classroom in both Tier I and Tier II. Evidence will also be collected regarding teachers who show environments more conducive to learning by increasing positive culture in the classroom and in the building,

Once identified through increased student achievement, building leaders will be rewarded by their participation on curriculum teams, leading Data Team meetings, professional development attendance and facilitation, PLC facilitation, informal and formal mentorships, coaching and observation possibilities for and with peers, extended Teacher Leadership opportunities, and continued positive evaluations. This year, we are planning to add the implementation of "VED Talks," our version of TED Talks. These will be Van Dyke Education Dialogues, where we will ask educators to speak at Teacher Leadership Sessions or other sessions regarding engagement, technology integration, culture and climate, small group instruction, and other best practices as evidenced by classroom practice and data. We will video and post on our website.

Student achievement is measured by NWEA and Grade Level/Content Area Balanced Common Assessments. These are done at the beginning and end of each semester as well as at specified points for progress monitoring Tiers II and III. We will also use climate and culture benchmarks within the building.

Leaders identified in relation to the Climate and Culture Big Idea will be rewarded by extended coaching opportunities, professional development facilitation opportunities, and continued positive evaluations. Staff members will also be rewarded through internal and external recognition to the community (morning announcements, monthly newsletters, Board commendation, school website, and district teacher of the year).

3B: If a staff member is unfortunately found to not be making positive strides with the Big Ideas or is not improving professional practice, this will be reflected in their evaluation. If student growth is not made at an acceptable level (40% or above, after using multiple measures of assessment), the teacher would be notified that they are in this category. The other categories of the teacher evaluation (planning & preparation, classroom environment, professional responsibilities, and instruction) could also be contributing factors. Teachers rated Minimally Effective or Ineffective are placed on an Individual Development Plan, or IDP. The revised school code 380.1249 allows a district to dismiss a teacher with 3 consecutive Ineffective Ratings. Any of these would happen after several conversations with the principal and

multiple opportunities for growth and improvement.

As far as the removal of an administrator, we follow procedures similar to the teacher removal. Using the evaluation tool, principals work closely with Central Office. Data is required throughout the year to check progress and implementation of big ideas are monitored. Any principal in need of improvement is given the opportunity to attend professional development and receive job-embedded coaching. If the administrator does not respond, they are evaluated accordingly. According to School Code 380.1249, if a school administrator described in this subsection is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the school administrator from his or her employment.

There are several ways in which the school and district provide additional assistance to promote growth. Supports include job-embedded coaching and mentoring. This support will be scaffolded, with intensive service provided in the beginning of the year, ensuring the proper classroom practices in place. Slowly, support will be scaled back when seen appropriate. Additional support will be available, including additional professional development experiences through the MISD and national conferences, intervention from the Turnaround Director or school Instructional Specialist, and/or visits to high-performing teachers' classrooms for observation. If there is no evidence of growth, the next steps would be an IDP (Individual Development Plan) which lays out specific points of growth for a teacher. Professional development and peer observation opportunities will be provided as well.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

INITIATIVE	CONTENT FOCUS	Date (s) of PD
Guided Reading	Reading	Nov. 13th & 18th, 2014
Guided Math	Math	TBD
Responsive Classroom	Climate and Community	August 3-6, 2015
Classroom Instruction That Works	All subjects	Every teacher has 3 days at the ISD, dates vary
Book Studies	Reading and Math	Staff Meetings
iTRIG, 30 SCECHs	Technology Use	October 14, 2014, throughout 2014-2015
Common Assessments with Thomas Many	All subjects	August 27, 2014
PLCs	Math	Every two weeks
McREL Power Walkthrough	CITW All subjects	August 20 & 21, 2015

Lincoln Elementary has already began planning ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. After analyzing the data and completing research, the school staff researched the best forms of professional development to meet the needs of all the staff. Most of the professional development is integrated into the work day. Time is being allocated for all professional development. Staff meetings and PLCs will be where almost all learning is taking place. Staff will create

gold standards of implementation checklists for monitoring purposes. Peer observations, McREL Power Walkthroughs, and administrative walkthroughs will serve as additional processes for monitoring. Furthermore, the staff will be expected to provide artifacts for implementation, create presentations for the book studies and even take quizzes.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Van Dyke Public Schools posts all staff vacancies publicly. All staff vacancies are filled with highly-qualified staff, and interviews are conducted by a team of professionals who know our buildings and our students' needs. Many of Lincoln's students are from low socioeconomic situations, which oftentimes includes situations of homelessness and transiency. In addition, our population is culturally diverse, including many ethnicities and embracing many cultures. It is important that the staff who works with our population understands the needs of our community. Candidates are selected based on experience and qualifications, including their potential for understanding Culturally Responsive Teaching and implementation of best practice strategies and turnaround capacities.

5A: When placing teachers in a Turnaround School, they must exhibit qualities necessary for working with high-needs students. Qualifications and leadership capacity are taken into consideration when placing teachers at the most at-risk buildings. Within the building, the principal may assign teachers to specific grade levels and/or subject areas of strength. This ensures that the needs of the highest risk students are being met through staffing assignments.

5B: Efforts to retain staff members are made via several avenues. Teacher Leadership sessions are offered and focus on current issues in education that are relevant to our students' needs. Credits/SCECHS can be earned by attending, as well as other leadership opportunities within the building and district. Participation on district curriculum teams is offered, as well as membership on the School Improvement Team. Making crucial decisions for the school and district is a main responsibility of both. The opportunity to be a mentor to a non-tenured teacher, coaching opportunities within the building, and leading PD sessions for peers are additional retention strategies.

Teachers who will be targeted for retention at Lincoln will exhibit the following: Teachers who consistently raise student achievement (according to teacher evaluations, 40%); Those who are able to consistently demonstrate or increase effectiveness in the other four rating categories (planning & preparation, classroom environment, instruction, professional responsibilities); Staff members who are able to create and increase a positive classroom and building culture, to be evaluated by perception data; Teachers who implement small-group instruction and maintain a focus on differentiation in the classroom as evidenced by walkthroughs, observations, and evaluations, along with student achievement data.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A. Together with district leaders, Lincoln identified and implemented instructional programs based on research and aligned from one grade level to the next, as well as with Common Core State Standards. These district-wide programs include: Treasures Reading program and WriteSteps. These programs were selected based on recommendations from the MISD, and review and evaluation of multiple available programs. They were selected based on alignment to Common Core State Standards. The district is in the process of identifying a new math program to help better meet the needs of our students. Teachers at every elementary building volunteer to pilot two new math programs for the 2014-2015 school year. At the end of the year, teachers will compare the two new programs along with the program we currently use to determine which program best fits. The following information was used during the selection process to make a final decision:

a. Multiple data sources were used to understand priority designation:

Lincoln's MEAP scores and local assessments from DRA and Dibels indicated a curriculum change was needed.

b. Instructional Program is linked to Data disaggregated by subject, grade level, and subgroups:

Fall 2012 MEAP Proficiency

Reading

3rd Grade: 34.1%

3rd Grade African American: 22.7%

3rd Grade White: 50%

4th Grade: 29.5%

4th Grade African American: 13.0% 4th Grade White: 50%

5th Grade: 53.7%

5th Grade African American: 38.2% 5th Grade White: 80%

Math

3rd Grade: 12.2%

3rd Grade African American: 0% 3rd Grade White: 35.7%

4th Grade: 20.0%

4th African American: 12.5%

4th Grade White: 33.3%

SY 2014-2015

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5th Grade: 24.1%

5th Grade African American: 14.7% 5th Grade White: 40%

Writing

4th Grade: 18.2%

4th Grade African American: 17.4% 4th Grade White: 16.7%

We have seen an overall increase trend in subgroups in African American, White, Economically Disadvantaged. We are also closing the gap in Economically Disadvantaged and between males and females. One of our biggest concerns is that 48% of our students had 11 or more absences last year, which means they are significantly losing a great deal of instructional time. We also have a high mobility rate. 77 new students enrolled while 78 students disenrolled from September 2013 to May 2014.

Perception data shows that the biggest concern that our students have is that students do not treat each other with respect. Furthermore, parents biggest concern is bullying.

c. Underlying causes of low student performance have been identified and prioritized:

The low scores in reading indicated a research-based literacy program was needed. The underlying causes include a lack of a consistent literacy program, along with the lack of a solid Tier 2 instructional program within the classroom, and adequate professional learning. The low scores across the district in math indicated that a research-based math program completely aligned to the Common Core State Standards was needed.

d. A three-year sequence is in place for improving instruction in all content areas related to priority school designation:

K-5 staff will be provided with professional learning in small group instruction, with full implementation beginning in Fall 2015. Staff will receive continual support for the duration of this cohort through the use of an Academic Coach, 31A Interventionist, Turnaround Director, district/building RtI program, a MSU interventionist, MISD consultants and peer coaching.

Year 1: Implementation of K-5 small group instruction in reading and math in order to strengthen Tier 1 instruction as well as Tier 2 and 3 interventions

In order to address attendance issues and mobility, we are incorporating community partners such as DHS and Neighborhood Legal. In order to address the perception data concerns of student respect and bullying, we will begin implementing Responsive Classroom.

Years 2-3: Continue to monitor and support changes based on data from previous year, increase implementation of technology components of school-wide programs

6B. Lincoln will implement at a high level of fidelity, the Common Core-aligned edition of the Treasures reading program by McGraw-Hill. Treasures is a balanced-literacy, research-based program, which includes the core subjects of ELA (reading, grammar, and spelling). The individual components of the program address the major areas of reading instruction: comprehension, vocabulary development, phonics, and phonemic awareness. The program is structured and systematic in the use of proven best practices. The staff will administer the Treasures comprehension assessment (in grades 2-5), Dibels testing (in grades K-1), Treasures Oral Reading Fluency and Treasures Running Records Assessments (in grades K-5). Screening assessments occur within the first month of school for reading. The results of these assessments identify students who need additional Tier 2 and Tier 3 instruction. Tier 2 instruction will be provided by classroom teachers. Students who require Tier 3 instruction will be serviced by the Academic Coach, 31A Interventionist, or Resource Room teacher. This tiered instructional approach is aligned to Common Core State Standards, informed by research-based curriculum, and implemented with fidelity. Every 5-6 weeks, progress monitoring will be administered by classroom teachers, Resource Room teachers, Academic Coach, or the 31A tutor. Teachers will continue to use data in Professional Learning Communities, grade-level data team meetings, and staff meetings. The staff will

receive professional learning for small group reading instruction. Staff members will receive professional learning from district curriculum personnel and Treasures consultants. Additional leveled readers will be purchased to aid teachers implementing small group Tier 2 and Tier 3 instruction. During Year 1, we will begin implementation of small group reading instruction. Years 2-3 will be modified based on the previous year's data.

We will continue to implement the research-based program Write Steps in order to continue to strengthen students writing. Unit assessment data and data from scoring clinics will be used to progress monitor and inform instruction.

Lincoln will implement at a high level of fidelity, the research-based, Common Core-aligned edition math program. The program will be structured and systematic in the use of proven best practices. The staff will administer a grade level CCSS common assessment (in grades K-5). The results of the grade level unit common assessments are used to identify students who need additional Tier 2 and Tier 3 instruction. Tier 2 instruction will be provided by the classroom teacher. Students who require Tier 3 instruction will be serviced by the Academic Coach, 31A Interventionist, or Resource Room teacher. This tiered instruction approach is aligned to Common Core State Standards, informed by research-based curriculum, and implemented with fidelity. Every 5-6 weeks, progress monitoring will be administered by classroom teachers, resource room teachers, Academic Coach, or the 31A Interventionist.

NWEA will be used by classroom teachers to aid in forming differentiated small group math instruction. NWEA is a research-based assessment program. Number Worlds will be utilized to support students identified as needing Tier 2 instruction. The staff will receive professional learning for Number Worlds and NWEA during Professional Learning Communities and staff meetings. Year 1 we will conduct our Guided Math book study and participate in an Professional Development to kickoff our small group instruction. Years 2 and 3 we will continue to monitor and support changes based on data from the previous year.

Lincoln will implement the research-and-evidence-based Responsive Classroom approach. The program leads to greater teacher effectiveness, higher student achievement, and improved school climate. K-5 staff will receive 30+ hours of professional learning for up to 30 participants. Every 5-6 weeks progress monitoring of discipline referrals will be administered by the school principals. Results will be discussed by the entire staff at staff meetings. Year 1 we will begin implementation of Responsive Classroom. Years 2 and 3 modifications will occur based on the previous year's data.

The Responsive Classroom Efficacy Study, funded by the U.S. Department of Education Institute of Education Sciences, resulted in findings that teachers use of Responsive Classroom practices lead to teacher improvement and student gains. The institute's research also showed that teachers increased use of Responsive Classroom practices leads to classrooms that are emotionally supportive and organized. In addition, research has proven that when students, parents, and teachers are all on the same page and working together for shared goals, schools can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Lincoln Elementary promotes continuous use of individual data such as formative, interim and summative assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.

Math:

We begin the school year with required grade level screeners and benchmark tests. Each grade level gives a math screen that assesses the

students on the Power Standards in the previous grade level CCSS. This test was written by the district math committee. Teachers are then required to enter this screen data into Data Director. Teachers are required to analyze the screener data in order to gain an understanding of the current strengths and weaknesses of the class. Interventions can then be planned by the grade level team in order to meet the needs of the students who do not show proficiency on the previous grade level CCSS in math. Teachers are also required to give a grade level benchmark tests to cover the CCSS that will be taught during the school year. Teachers are required to enter the assessment data into Data Director. This test is repeated in January and again in late May. This procedure will allow teachers to monitor the growth of the students as the CCSS are taught throughout the year.

Reading:

Teachers begin the school year by giving three reading assessments. All data is entered into Data Director. Teachers must give a one minute timed fluency test on a grade level text. This grade level text is a component of the district approved Treasures Reading Program. This test will be given periodically throughout the year with alternate grade level passages. Teachers then test the students in late May using the same passage that was given in September. This will allow teachers to track the fluency progress throughout the year, as well as provide a way for students to be aware of their own progress.

Teacher must also give a Comprehension test that is a component of the Treasures Program. This allows teachers to see a baseline comprehension score. This test will be given again in late May in order to demonstrate progress of each student.

Teachers are required to give the Running Record test that is part of the Treasures Program. This information will allow teachers to accurately place students into guided reading groups at the correct level. Running Records are required throughout the year as part of the small group activities. Students are in fluid guided reading groups and will move as they demonstrate proficiency as a new level. Teachers will be able to have a Running Record score in late May. This is another way to demonstrate progress throughout the year.

Students in kindergarten and first grade are also given the DIBELS Next test three times a year.

Lincoln Elementary students will take the NWEA assessments starting next year. This is a new program for both the teachers and the students. This information will be another data source to track student achievement. This information allows teachers to use multiple data points on all students.

In addition to school wide assessments, all third through fifth grade students will take the new State Assessment in May.

The data from all the preceding assessments is entered into Data Director. Teachers are expected to use the data at regular and on-going building-wide data meetings. Teachers are not only required to enter the data, but to use the information to guide instruction. Teachers meet in PLCs, twice monthly staff meetings, and monthly data meetings. The schedule of meetings is given to the teachers in September each year. In addition, each grade level has common planning time during the week during the enrichment blocks.

Grade level teachers analyze this beginning of the year data. The teachers have had training over the last three years on the use of a data dialogue. This protocol is used during the meetings when teachers analyze the data. In addition, a coach from Michigan State provided additional training in using a data dialogue protocol in September 2014. As teachers move through the protocol, they document the discussion on the data discussion sheets. These sheets will be kept in a folder by grade level.

Lincoln Elementary has a structure and process for teachers to collaborate with grade level partners and support staff in order to plan for Tier II and Tier III differentiated instruction. The information teachers gain through the data dialogue process is used to design intervention for students who begin the year below the expected level of achievement. Tier II interventions are provided in the classroom by one of the grade level teachers. The teachers meet in small groups with students for both reading and math. These small groups are created after analyzing beginning of the year testing. As the year progresses, the groups are updated based on the common assessments per unit the ongoing formative assessments that are being created. Tier III interventions are provided by one of two intervention teachers. These teachers either

provide the interventions through a pull out program or by pushing into the classroom during small group time. In addition, the enrichment teachers have some intervention time built into the weekly schedule. All students placed into an intervention program are done so after looking at the data on the beginning of the year tests.

Teachers give assessments throughout the school year. The district math and reading teams met and designed unit assessments that are common through the grade level. After grade level teachers give an assessment they bring the data to the meetings. Instructional practices and interventions are then discussed. Teachers can then plan further instruction to meet the needs of the students in the classroom.

Grade level teachers are not required to analyze the data on their own. The principals, the Academic Coach, the Intervention Teacher, and all special education staff work with the grade level teams during the meeting times.

Instructional data will be collected via principal conducted classroom walk-throughs. This information will be used to help teachers improve instruction to meet the needs of the classroom as a whole, and small groups through differentiated instruction.

As the teachers and staff analyzed data over the past few years we have noticed trends. This has allowed us to identify instructional program outcomes and to plan for a way to assess the impact of the programs.

The Fall 2013 Lincoln Elementary state assessment data shows that our students are lower than the state average in all areas. The largest gap is between the student population and the special education population. We need to have students increase proficiency in all areas. As we move toward the state AMO of 22% increase on the 2015 state math assessment, we expect to decrease the achievement gap between Lincoln Elementary students and the state population by strengthening our core math instruction. All teachers will be trained in Classroom Instruction that Works (CITW) during the 2014-2015 school year. This will allow the entire staff to strengthen the instructional practices for the core instruction. In the next two years all teachers will participate in a book discussion on guided reading and guided math groups. This will further allow teachers to strengthen the instructional skills in small group math instruction. In addition, the district is piloting new core math programs in order to adopt the program that will best meet the CCSS math standards, and the needs of our students. Professional development will occur with the new adoption of the math curriculum. Teachers will also utilize small group math instruction for Tier II and Tier III Interventions. This instruction will be based on the assessment results of the beginning of the year screener and the grade level common unit assessments. Tier II instruction will occur in the classroom, while the Tier III instruction will be provided by one of two intervention teachers. We will progress monitor the results of the instruction by the Benchmark tests given three times a year. Teachers will monitor the data during the PLC meetings, staff meetings, and data team meetings so that they can adjust instructional practices to meet the needs of the students.

As we move toward the state AMO of 7% increase in proficiency on the 2015 state reading assessment, we expect to decrease the achievement gap between Lincoln Elementary students and the students in the state. The CITW training that all teachers will receive will allow them to strengthen the core instruction given to all students. Teachers will give the newly designed unit tests in Treasures. This data will provide teachers with information on how to adjust instruction to meet the core standards of the reading CCSS. Teachers will also utilize small group reading instruction and Tier II and Tier III interventions. The students will be placed in small groups based on the data analyzed at the beginning of the year. Classroom teachers will update the Tier II intervention groups as additional data is available. Teachers will be able to use the new supplemental leveled books that were for September 2014. We expect to see an increase in student scores and fewer students requiring Tier II and Tier III reading interventions. The data that is collected will be analyzed during monthly staff meetings, PLC meetings, and data team meetings. Teachers will monitor student achievement and adjust instructional practices to meet the needs of students. We will progress monitor the students through the Treasures Running Records, the fluency test, and the NWEA when the program is adopted in the next 2-3 years.

Once our School Support Team receives training on Instructional Learning Cycles this school year, we plan on having our entire staff

implement Instructional Learning Cycles next year through PLCs.

For every Big Idea, we have identified specific activities. For each activity our staff will be creating guides for gold standards of implementation in order for everyone to know exactly what implementation should look like in the classroom and in the school and what our desired outcomes should look like. The staff will use these guides to also create checklists so that we can monitor the fidelity of implementation. The school reform team as well as administration will use these checklists during walk throughs and observations. We also plan to use results from NWEA as a non-biased way to determine if the programs are giving us our desired outcomes. We will also use perception data to determine if our programs are making a difference.

For our first two Big Ideas in math and reading, during walk throughs we expect to see on average for the year that 90% or more of our teachers are implementing our programs with fidelity according to our checklists. We also expect to see that our students gained a year's worth or more of growth overall in reading and math in NWEA according to their RIT scores. For our Climate and Community Big Idea, we expect to see a significant decrease in write ups for physical assault by 20% next year compared to this year. We also expect to see students who are absent 11 or more days drop by 20% next year as compared to this year.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: Van Dyke Public School added an additional thirty (30) minutes of time to each school day. This change took place for the 2013-2014 school year. This has been added to address instructional needs and ensure that all core curriculum is taught. The additional thirty minutes will allow additional instructional time so that the staff can help students increase proficiency in Reading, Writing, Mathematics, Science, and Social Studies. We expect to see the increased proficiency reflected in both local school assessments, as well as the State MEAP type assessments. Many students are behind by one grade level or more. Kindergarten students enter school without the expected skills to begin the standard kindergarten curriculum. The extended time allows more time for small group differentiation in Reading and Mathematics, and as well as more time for building stamina in Writing. This also allowed enrichment staff to have additional time in the daily schedule to provide Tiered Interventions. There is an extended time for enrichment teachers to provide enrichments on the non-PLC Wednesdays.

8B: Thirty minutes were added to the school day in order to provide additional instructional time. This will complement the MTSS structure, allowing for quick response to those students needing timely, targeted, and systematic assistance according to data from Tier I assessments.

Van Dyke Public Schools also added a 51 minute weekly Science enrichment class. The district analyzed district data and chose to add a Science Enrichment class during the 2013-2014 school year. This is directly in line with the needs of Lincoln Elementary. The school had 0% of the students pass the MEAP Science test in 2013. Both district and school data clearly demonstrates a need for a class with concentrated Science instruction. The course provides all students with 51 minutes per week of specific science instruction. This allows for lab-based, hands-on instruction, which is necessary for a comprehensive Science program. This Science Enrichment class will complement the core instruction from all classroom teachers in grades K-5, allowing for further exploration, extension, and inquiry in an environment with a teacher concentrating solely on one subject. This extra concentration in science should result with increased achievement of students on the Michigan Science test.

8C: Increased time for professional learning has been allotted this year district-wide. This aligns with the redesign plan for Lincoln Elementary. The school year calendar has a twice - monthly PLC early release day for students. This gives teachers a 90 minute block of time to analyze data in order to alter instruction. In addition, all classroom teachers at Lincoln Elementary will receive additional professional learning in Robert Marzano's Classroom Instruction that Works (CITW). Teachers at Lincoln could choose from two options in the CITW SY 2014-2015

training. Approximately half the staff chose to take the three day training on Saturdays so that they do not miss instructional time with the students. Additional training in peer coaching will occur after the initial CITW training. This may result in some substitute teachers so that classroom teachers can observe and meet with other staff members. Additional PD in small group instruction for reading and math, as well as Responsive Classroom will also occur for teachers. All staff members will receive five days of Professional Development for Responsive Classroom. With some PD still in the planning stages, the total number of days with substitute teachers is not fully known at this point. Both the CITW and the Responsive Classroom training will allow teachers to provide high-quality, targeted instruction. The Responsive Classroom approach will release some time spent dealing with student discipline back to instructional time. The CITW training will help ensure that the instruction is high quality. Both of these strategies will help increase student achievement. In addition to structured PLC and PD, grade level teachers have common planning time in order to meet and collaborate. This collaboration will also increase student achievement. In addition, the staff will participate in a book discussion on both guided reading and guided math. The book study will begin with a professional development on the topic. Teachers will then read the text at home and follow a study guide to answer discussion questions during staff meeting time.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A: Lincoln Elementary teachers utilize multiple strategies to engage families in our reform efforts. During Coffee with the Principal, the principal share with parents the reform strategies we are implementing at the school level and then inform the parents how they can specifically support these strategies at home. The principals identify key math and reading strategies through data analysis that the parents can easily help their children with every day at home. Lincoln Elementary is also starting a monthly Lincoln Commitment to Lifelong Learning Assessment every month in their school newsletter. Every month families will be asked to complete an assignment at home that is connected to a reform focus. We will have a Family Honor Roll Board with an incentive for families that turn in the assignment on time. Title I supports family nights that are held each year. Previously these nights solely focused on a particular subject, but will now have a specific reform strategy focus. The nights will add more parental support and provide suggestions on how to continue the support of our reform at home. The committee that is in charge of each night will provide multiple activities and information during the month to involve the families. In addition to the curricular related nights, families are invited to fun nights hosted by LEAF (Lincoln Educators and Families). These activities are open to all students and families as a way to have a positive, fun experience at school. All students in the building have access to Raz-Kids and Dreambox. In addition, many classroom teachers provide access to Xtramath. These are websites with differentiated work for the students. These web sites can be accessed from home

9B: Our third big idea specifically focuses engaging the community in our reform efforts, which Lincoln Elementary believes will increase student achievement. We believe that focusing on the whole child as well as the family that student achievement will increase as well. We engage the community in our reform efforts, as well as focus on the whole child and family in many ways. The Department of Human Services (DHS) has a satellite office right in the school. This DHS office is open only to Lincoln Families. The full-time DHS worker is able to help connect the family to other outside agencies. This program, called Pathways to Potential, also allows the school and DHS to sit at the same table with families to help in any way possible. A major focus of this program is to ensure that students come to school on a regular basis. Since our main reform focus is to increase academics, we know that regular attendance helps students achieve academically.

Lincoln Elementary also has a partnership with Mobile Pantry. Lincoln's Social Worker coordinates this program. Coupons for the Mobile Pantry program are sent home once each month. Families of Lincoln students can then drive to the high school parking lot and receive the food donations right in the car. Boxes of canned food, fresh fruit and vegetables, and frozen meat are provided at no cost to the families. The

Assistance League of Southeastern Michigan is a new partnership for the school. Teachers can apply for a grant of up to \$1000 to receive materials for the classroom. This is a positive connection within the community that provides valuable resources and supplies to the teachers at Lincoln Elementary.

Oakland University and Wayne State University- For the past six years, Lincoln Elementary been asked to take social worker intern students. Our school social worker is the Field Education coordinator for Van Dyke Public schools and on the licensing board for the School of Social Work. There are currently three BSW interns placed in Lincoln Elementary this year. These interns are able to provide services to over sixty of our students, providing them extra support that would not otherwise get.

Michigan Dental Outreach-Every year, Lincoln Elementary has the mobile dentist come to our school in order to provide dental service to our students who may not otherwise be able to get to the dentist.

We are making many new efforts for the 2014-2015 school year and beyond in order to engage new community partners in reform efforts. They are following:

Living Faith Church in Warren-Since we know that attendance is important to student achievement, this church adopted Lincoln Elementary this year to assist with a an event to promote attendance. Specifically, they are hosting a pizza party, movie night or other fun-themed event to recognize good or improved attendance.

St. John Oakland Macomb Hospital- This year, St. Johns requested to adopt ten families to provide them with holiday assistance. This is the first year that they have requested names of families from schools. We believe that families will feel more connected to the school and we will have less of a transiency issue which will in turn increase student achievement.

Madonna University Reading Tutoring-This year Lincoln Elementary is partnering with Madonna University, specifically their Master's in Literacy Education Program, to provide tutoring to 20 of our neediest students in reading. All tutors are certified teachers working on their masters and are completing a Practicum in Remediation. We have opened our school doors to the cohort group and professor, allowing them to hold their classes in our building once tutoring has ended. Students will receive an hour and half of tutoring twice a week for over three months. Our plan is to continue this partnership every year.

Lakeshore Family YMCA-This year Lincoln Elementary is lucky enough have Lakeshore Family YMCA in our building to provide childcare before and after school. Their program includes a holistic approach that motivates kids intellectually, socially, emotionally, and physically. This connects with our approach to nurture the whole child in order to increase student achievement.

Neighborhood Legal- This year Lincoln Elementary is partnering with Neighborhood Legal Services Michigan to provide Conflict Resolution (Male Responsibility) Programming to Lincoln Elementary to build social and leaderships skills to children who struggling with behaviors in within our population. The program will consist of 20 classroom hours focusing on grades 3-5 with a heavy emphasis on the male population of the school.

We are also partnering with Neighborhood Legal to establish a Parent Involvement Program based upon the belief that supporting partnerships between families and schools is necessary to improve schools and reinforce the importance of student achievement. To this end, parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning, that parents are encouraged to be actively involved in their child's education, that parents are full-partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and the carrying out of other activities.

Communities in Schools-We are currently looking at working with Community in Schools which offers a holistic approach to addressing both academic and nonacademic needs of students. They specifically focus on students in danger of dropping out, assess what resources the students need, and then provide those resources through a partnership with our school.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

10A: Each year, the Director of Business & Finance works with the Assistant Superintendent of Curriculum and Instruction to ensure that the Title I budget for the school is appropriate according to student population and needs. From there, the budget is shared with the administration and the building leadership who work to use funds in line with the School Improvement Plan, which has now become the Reform/Redesign Plan. Parents are involved in the planning through Title I meetings, planning committees, and perception surveys. The staff gives input through large group and committee/cadre meetings. The Assistant Superintendent and Turnaround Director continually work with the building team to ensure compliance with student needs and Title I spending regulations, including Priority Set-Aside. This will also be a reflection of the Big Ideas stated in this plan.

10B. Staffing: Van Dyke Public Schools provides operational flexibility to Lincoln Elementary. The district hired two co-principals for Lincoln Elementary. This is a new way to staff the building. It is a positive change that there is more leadership in the building for both instructional and behavioral reasons. The principals have the flexibility to staff the building as they wish.

Use of Time: There is flexibility to schedule within the County Common Calendar and District Calendar to suit the needs of the building and students. Building leaders are able to work their own Enrichment Schedule to fit the needs of the building, e.g. common planning, grade level work, etc. Flex time is available for after-school activities and parent/community programming. The programs for parents are held on a variety of days and times in order to reach more families.

Professional Learning: The additional time provided to the teachers for PLC was made possible by a flexible school schedule that allows for twice monthly early release days. Staff members are encouraged to seek out and attend relevant professional learning sessions in line with the R/R plan, and sessions at Lincoln Elementary have been scheduled for this school year.

Budget: The school principals are solely responsible for the General Fund budget, thereby providing flexibility. The Title I budget was discussed above regarding district dispersement to building.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A: Lincoln Elementary as well as the district are committed to receiving on-going, intensive external technical assistance from several partners including the following:

- Macomb County Intermediate School District School Improvement Facilitators
- Michigan State University Intervention Specialist
- Michigan Department of Education School Reform Office Monitor
- Van Dyke Public Schools Superintendent
- Van Dyke Public Schools Assistant Superintendent
- Van Dyke Public Schools Elementary Turn-Around Director

The MISD will lend support to Lincoln Elementary in several ways. Administration and lead teachers will attend the Facilitators of School Improvement series provided by the MISD. They will also attend workshops throughout the life of the plan provided by the MISD School Improvement Facilitators that will help the school create and implement the plan effectively. The MISD also facilitates the on-site School Improvement Review, which will provide descriptive data on instructional practices, school climate and school programs. All staff will participate in the Classroom Instruction That Works workshops provided by the MISD. New teachers also attend the New Teacher Academy they provide.

The MSU Intervention Specialist provided support by conducting the Data Dig with school staff in order to help identify the Big Ideas for the plan. This support will be on-going.

The district also provides support to the school through the Superintendent, Assistant Superintendent (Piper Bogнар, who serves as our Central Office Liason), and Elementary Turn-Around Director, all of whom are an integral part in the school's leadership team. This central office team works collaboratively with the co-principals to identify problems and solutions, make human and financial resources available, provide counsel and training, and encourage the continued development and documentation of systems within the school building. The district is also providing on-going training on Common Assessments with Thomas Many.

11B: The principals of Lincoln Elementary, Nicole Susewitz and Michael Harris, are in charge of monitoring the plan at a school level. They are the contact people and will coordinate the other levels of support. Piper Bogнар, Assistant Superintendent of Van Dyke Public Schools is responsible for monitoring the technical assistance for Lincoln Elementary and supporting the school.